



Astrea Academy Trust
INSPIRING BEYOND MEASURE

Supporting Your Child with GCSE Mock Exams

What is the purpose of mock exams?

- ✓ Allows students to practice their revision
- ✓ Creates familiarity with exam routines
- ✓ Shows students, parents and teachers where there are "gaps"
- ✓ Informs setting, intervention and tutor groups
- ✓ Personalised feedback
- ✓ Data can be used in an emergency

Expectations

- **Arrive on time:** First bell is 8.25am; register with form tutor and then leave bags/belongings in a safe place.
- Students line up according to the location of their exam.
- **Bring correct equipment:** This includes at least 2 black pens, (not blue) pencils, ruler, scientific calculator, geometry set
- **Follow exam regulations:** Phones, air pods, **any** watches, notes and unauthorised materials are not allowed in the exam.

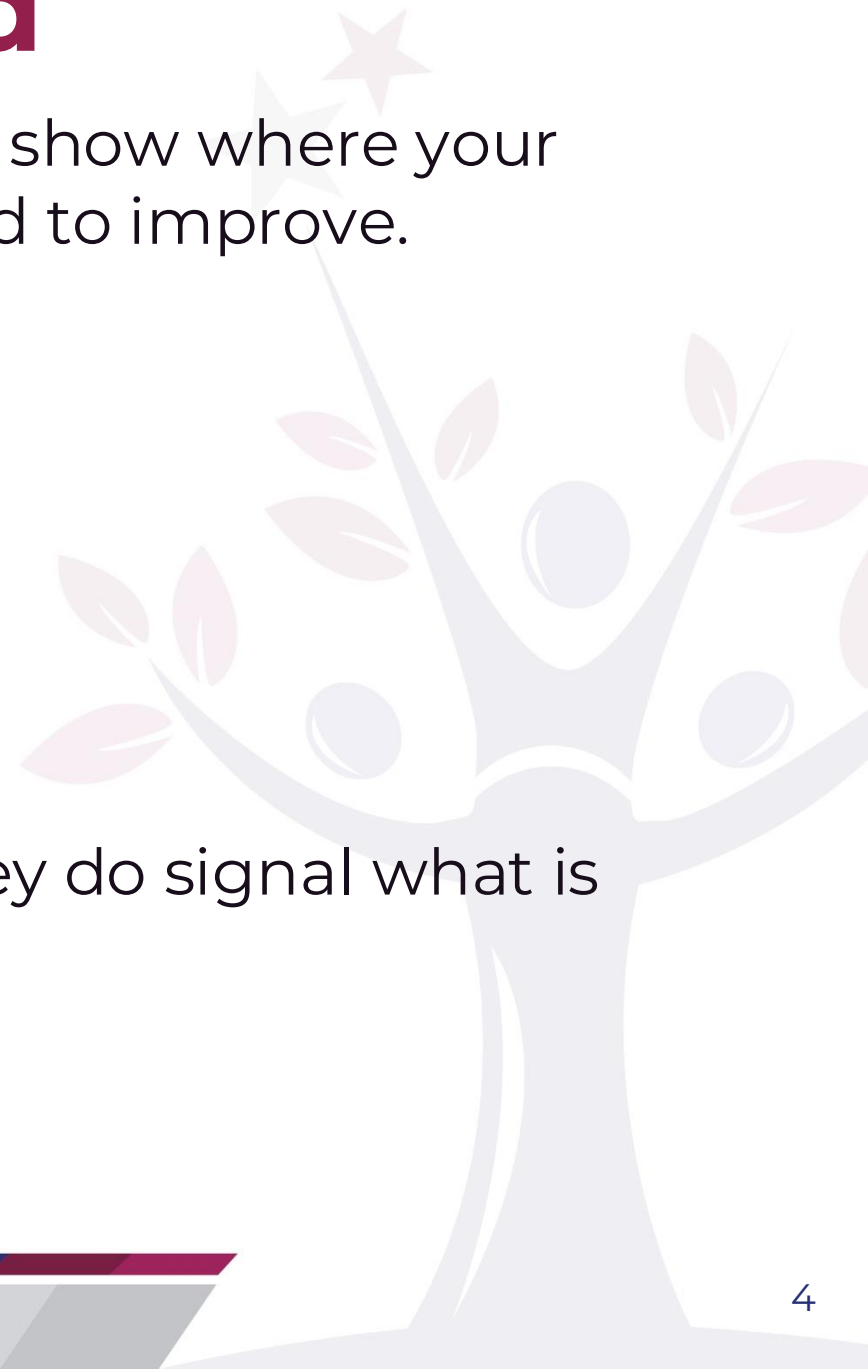
How mocks are used

Mock exam results are **formative**: they show where your child is doing well and where they need to improve.

The mocks will inform:

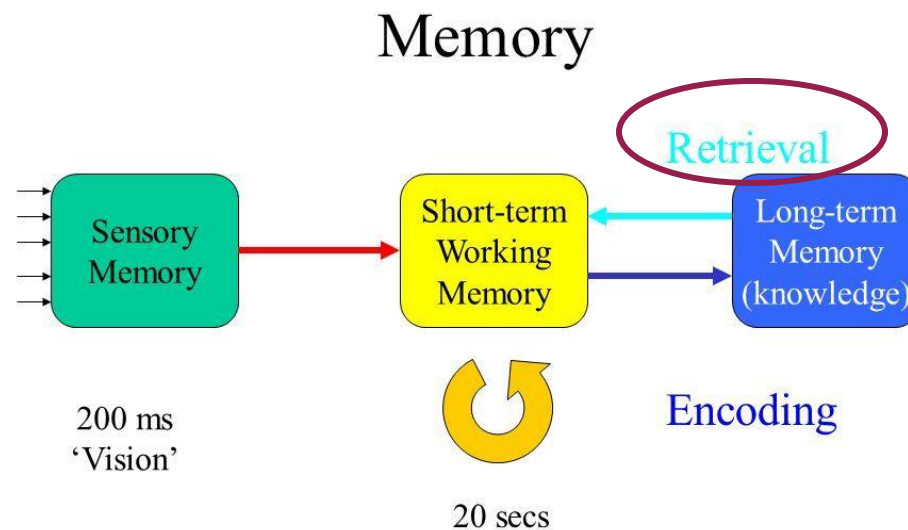
- Predicted grades
- Intervention or support groups
- Target setting for Year 11

They do not define final grades, but they do signal what is needed to achieve the target grade.



What Makes Effective Revision?

- Passive revision (e.g. **highlighting**) = low impact
- Active recall = high impact
- Spaced and interleaved practice boost long-term memory
- Retrieval is better than re-reading



Implicit memory



What is Active Recall?

Actively testing yourself to bring information to mind:

- **Examples: cover and write, quizzes, explaining aloud**



Knowledge Organisers

Summarise key knowledge

Available for most subjects on the Astrea St Ivo website

Choose students – curriculum – knowledge organisers: link is below:

Knowledge Organisers – Astrea St Ivo



Look-Cover-Write-Check

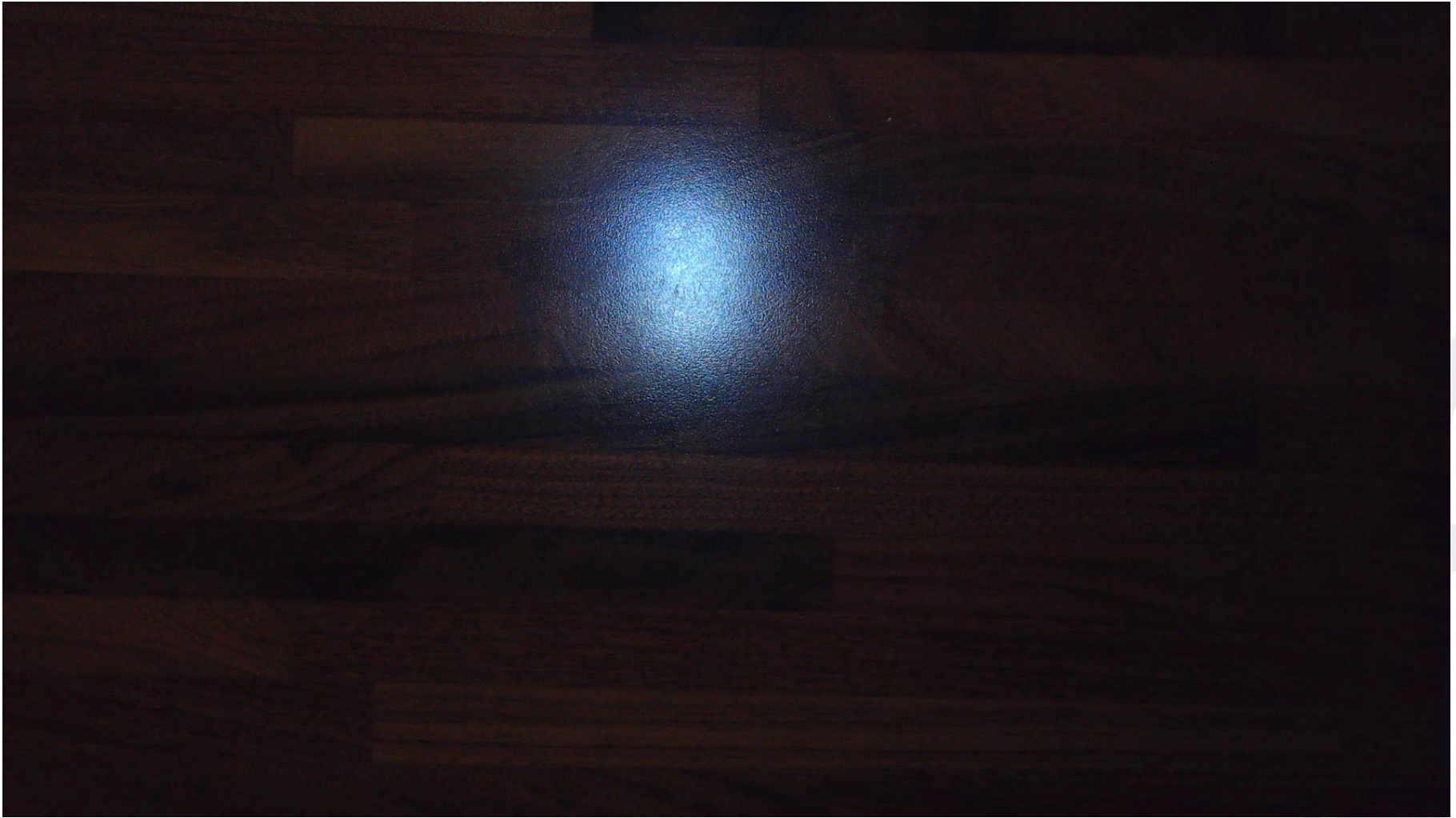
1. Look at the fact or definition
2. Cover it
3. Write it out from memory
4. Check and correct

Best for spellings, definitions, short answers



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Look



Cover

22:22

Edit

Timers

00:02
1 min

Recents

1:20
1 min, 20 secs

1:30
1 min, 30 secs

19
19 secs

4:00
4 min

World Clock Alarms Stopwatch Timers

Y9 History

The First World War

Summary

War broke out in Europe in 1914 after a member of the Serbian Black Hand assassinated the Austrian Archduke Franz Ferdinand. Because of the alliance systems in Europe at the time, the war was fought between the Triple Alliance (Germany, Austria & Italy) and the Triple Alliance (Britain, France, Russia). Germany planned to win the war quickly by avoiding a war on two fronts with the Schlieffen Plan. However, when this plan failed, a stalemate formed across the Western Front with neither side able to gain land. This trench warfare was known for its unsanitary and dangerous conditions. As the war took place across land and sea, both sides developed new and improved weapons, leading to new injuries and thus developments in medicine. This was a total war, meaning civilians were also mobilised in the war.

Key Figures

Otto Von Bismarck	Unified Germany in 1871 and was its first chancellor until 1890.
Archduke Franz Ferdinand	Heir to the Austro-Hungarian throne. Assassinated by the Serbian Black Hand in June 1914. His death sparked the war.
Kaiser Wilhelm II	Emperor of Germany during the war and believed in achieving German supremacy by expanding its empire.
Douglas Haig	Responsible for the plan of the Battle of the Somme.
George V	King of England during the war.

Key Vocabulary

Imperialism	Extending a country's power by invading another country and taking their land and resources.
Alliance	A union formed between countries, promising to support each other in the event of war.
Treaty	An agreement between two or more countries
Trench	Long, narrow ditches dug into the ground, providing protection and shelter for soldiers.
Western Front	450 mile line of trenches across France and Belgium.
Stalemate	During the war, trench warfare developed because neither side were able to gain land themselves, or force the enemy to retreat.
Home Front	Civilians at home helped in the war effort by making weapons, rationing and keeping morale high.
Recruitment	The process of encouraging men to join the army and fight in the war.
Conscription	Compulsory enrolment (forcing men) to join the army.
Munitions	Weapons, ammunition and other military equipment.
Propaganda	Information, often biased or misleading, designed to persuade people to support the war.
DORA	Defence of the Realm Act, allowing the government to take over industries (e.g. railways).

Challenge — Do you think everyone in Britain experienced the First World War in the same way?

Which event do you think was the main cause of the First World War?

Other Resources

<https://www.lwm.org.uk/history/first-world-war>

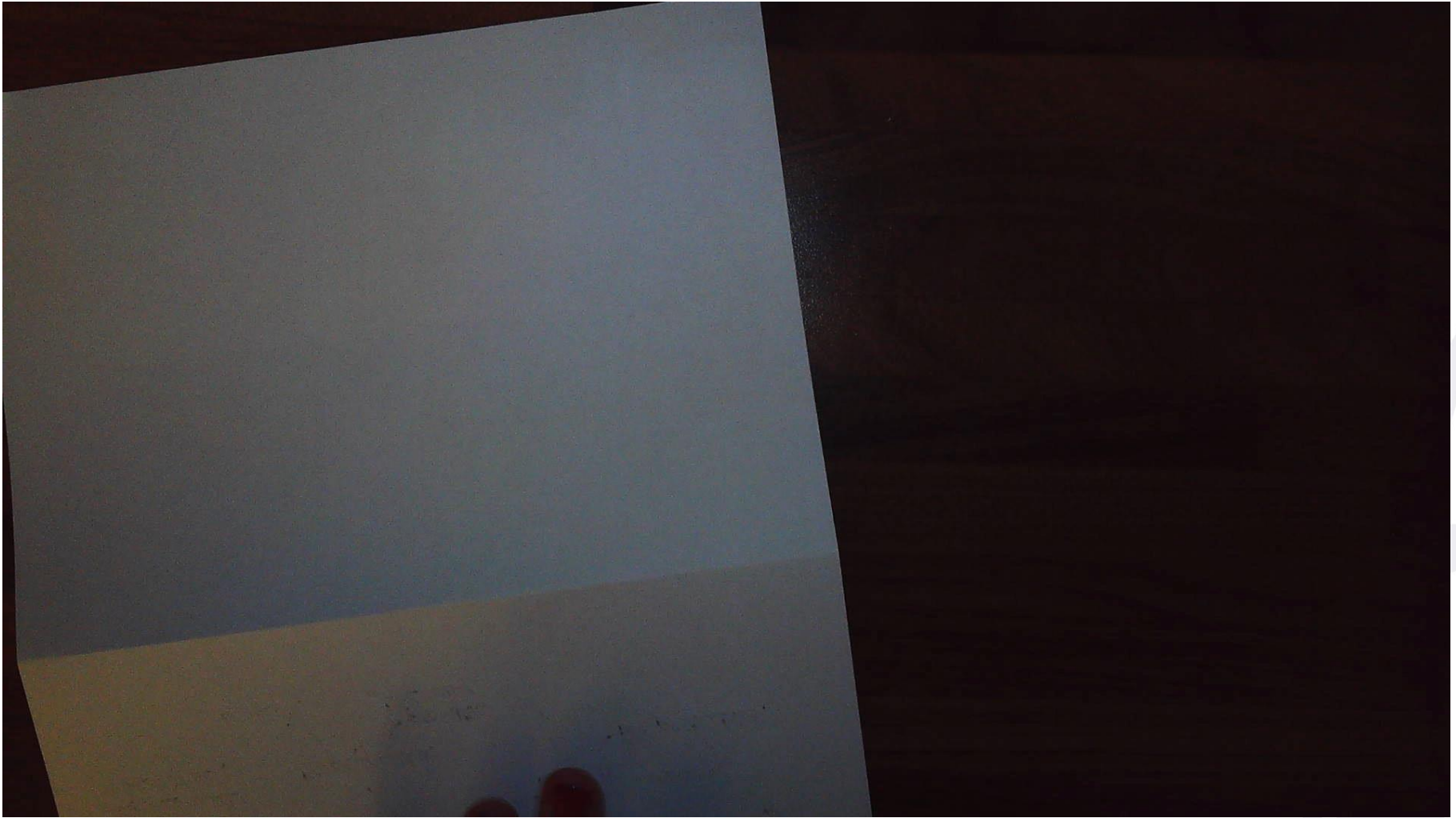
Y9 Schoology page

SCAN ME

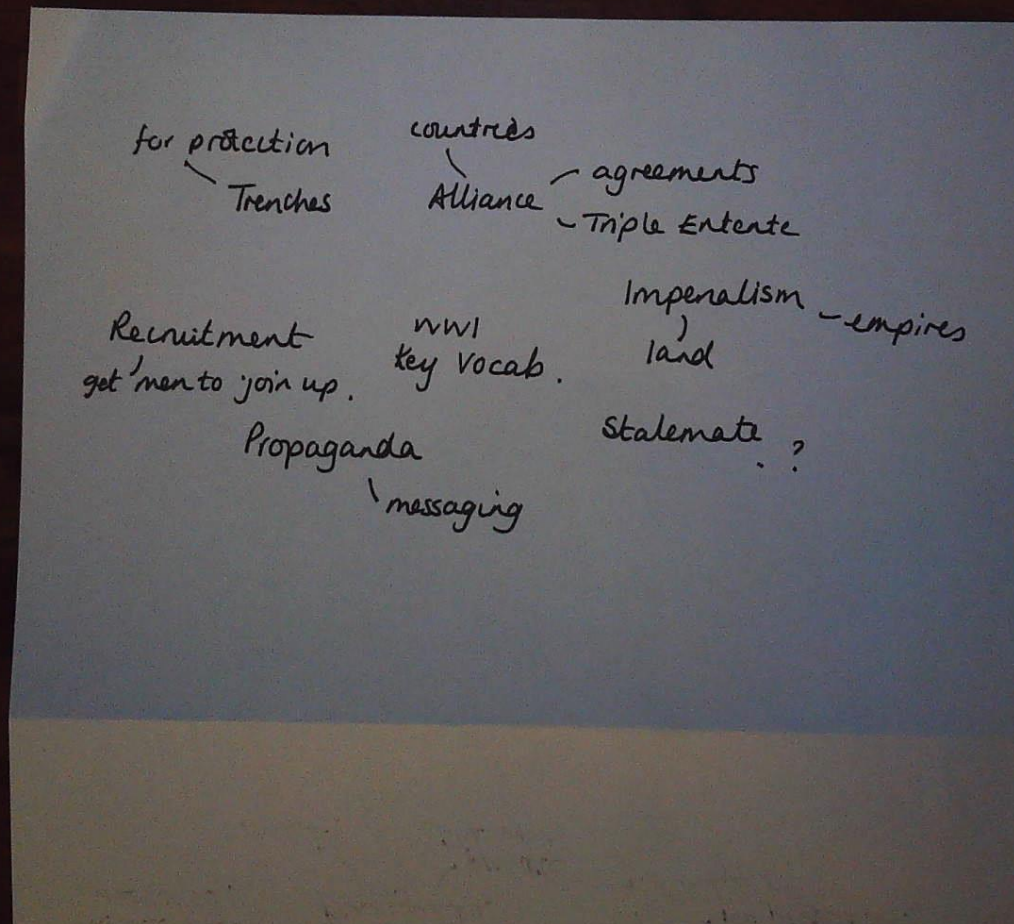
TIMELINE

- June 1914 Assassination of Archduke Franz Ferdinand
- August 1914 Germany declared war on Russia & France. Britain declared war on Germany
- January 1915 Germany launches Zeppelin raids on Britain
- April 1915 Gallipoli
- May 1915 Battle of Jutland
- April 1917 USA joins the war
- Nov 1918 Germans sign armistice. War ends

Write



Check



Flashcards: A Powerful Tool

- Write a question on one side, answer on the other
- Use for key facts, definitions, case studies, formulas



Do:

- Keep one question per card
- Use your own words
- Include colour or images

Don't:

- Copy full notes
- Make and forget to use



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The Leitner System (for Flashcards)

Use 3 /4 boxes based on how well cards are known:

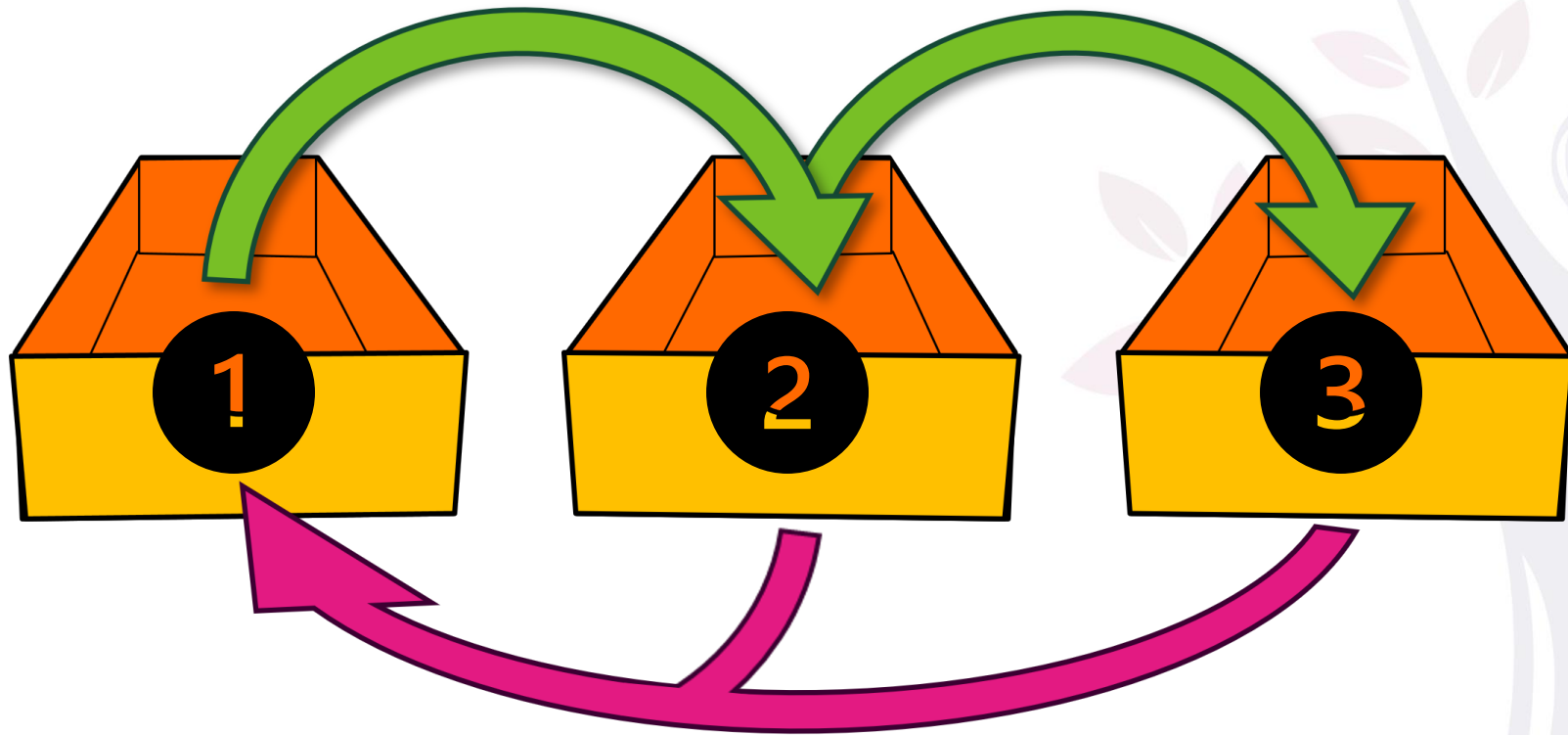
- Box 1 = daily
- Box 2 = every 3 days
- Box 3 = weekly
- Move cards right if recalled correctly, left if not



Rule 1: If a day has more than 2 boxes, start with the least frequent box.

Rule 2: Test yourself on a card and then place that card in a new box.

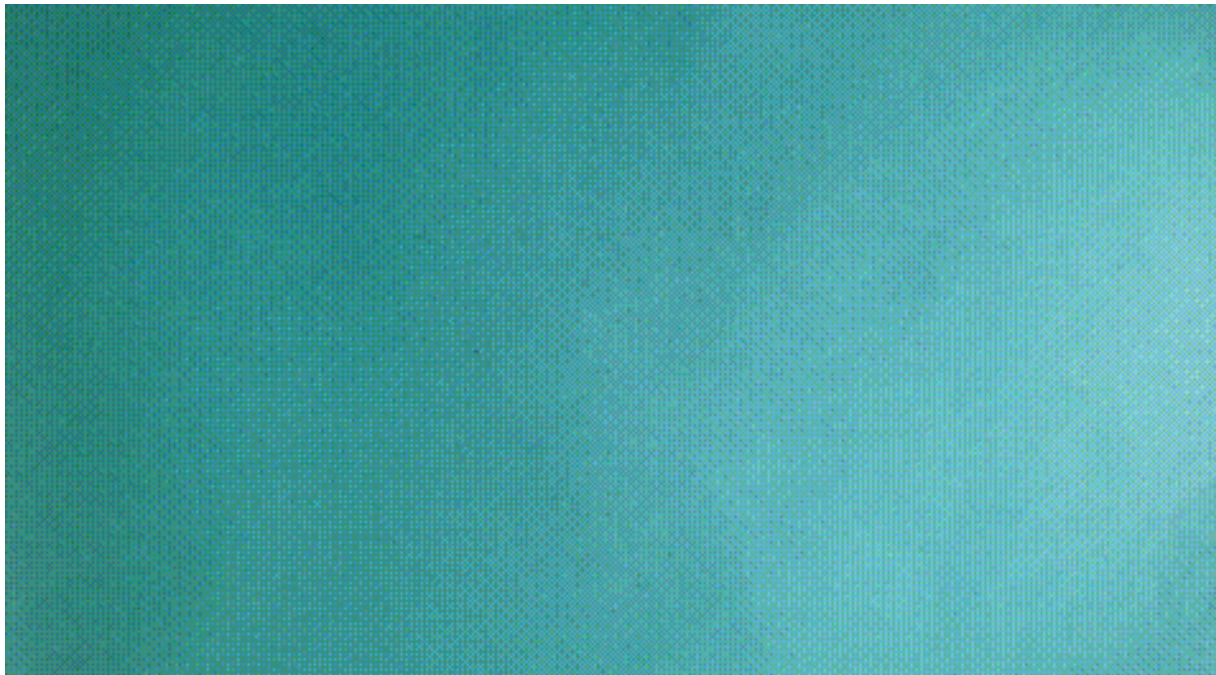
Correctly answered cards →



← Incorrectly answered cards

Use your flashcards

Try the Leitner system yourself...



1. Every day
2. Every 2 days
3. Every week
4. Every 2 weeks

**4 levels, label each one clearly.
Change the days to match your schedule.**

Self-Quizzing

- Make your own quizzes or use online tools
- Use past paper questions
- Peer test or get family to help



Free Tools and Resources

Free to access at home:

- Seneca Learning
- BBC Bitesize
- Quizlet

Paid for by school and available for use at home:

- Carousel Learn – flash cards, quizzes, study packs
- Sparx – English, Maths, Science



How Parents Can Help

- ✓ **Ask your child to explain topics**
- ✓ **Test them using flashcards**
- ✓ **Encourage short, regular revision sessions**
- ✓ **Praise effort**
- ✓ **Reduce distractions e.g. offer to 'mind' mobile phone**
- ✓ **Ensure students have all the equipment they need**



Creating a Revision Routine

- Short bursts (25–30 mins) with breaks
- Mix subjects
- Plan backwards from mocks
- Make it a daily routine
- Protect time for friends/hobbies



Supporting Wellbeing

- **Supporting your child's wellbeing is just as important as helping them revise.**
- **Look out for changes in mood, sleep, or appetite, or signs of irritability or withdrawal**
- **Talk through their concerns in a calm, non-judgmental way — sometimes just listening is the most effective support.**
- **Normalise their feelings by reminding them that nerves are common, but manageable**

Healthy Routines

- ✓ Sleep
- ✓ Nutrition
- ✓ Exercise
- ✓ Hydration
- ✓ Build in breaks and downtime
- ✓ Promote a positive mindset
- ✓ Managing screentime



Creating a Supportive Environment

- **A calm, quiet, and tidy space helps reduce stress and boost productivity.**
- **Offer practical support — helping test them with flashcards, bringing them snacks, or just sitting nearby during revision time.**
- **Lots of praise and rewards.**
- **Reassure them that their worth isn't defined by their grades, and that mock results are a stepping stone for improvement**

Thank You – Any Questions?



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